Information for Participants
AB 466 and Advanced Reading Institutes, K-9
Reading First Institutes, K-3
2005-2006

Course Requirements - Advanced I K-6 Options

4 Qtr. Units   Course No.

Pass, No Pass   ADV I K-6: Evidence-based Research on Models of Reading Instruction for English Learners and Students with Learning Difficulty

Instructor: Alice R. Furry, Ph.D.

Course 1

Content: Provides background on the approaches of instruction for English learners; Discusses literacy development of English learners; historical perspective on why the National Institute of Child Health and Human Development (NICHD) began to focus on reading failure as a national public health problem. Summarizes the key reports on the scientific research findings on how to teach basic reading skills. Analyzes evidence-based practices when teaching phonemic awareness and phonics.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training

2. Complete the four daily independent study work assignments for 10 hours of study and written work

3. Participate fully in the Institute activities each day

4. Write a 350-word essay on the seven points about how literacy development for English learners occurs; and discuss the current research study on instructional practices and the language used in classrooms as identified in the chapter by Barbara R. Foorman, et. al., *Time allocation in English language learner classes*. Chapter 13 (pp. 289-322) in The Voice of Evidence in Reading Research, edited by Peggy McCardle and Vinita Chhabra (2004), Baltimore: Paul H. Brooks Publishing Co.

5. Write a 350-word essay that describes the two types of intervention, prevention and remediation, using details and supportive facts (including in each description: Skills and strategies taught, the age/grade levels targeted, the most effective method of instruction, and duration of the intervention) as identified in the chapter by Joseph Torgeson, *Lessons Learned from research on interventions for students who have difficulty learning to read*. Chapter 15 (pp. 355-382) in The Voice of Evidence in Reading Research.

Course Requirements - Advanced I K-6 Options

8 Qtr. Units   Course No.

Pass, No Pass   ADV I K-6: Practicum on Brain-based Research on Reading Instruction

Instructor: Alice R. Furry, Ph.D.

<u>**Course 2**</u>

<u>**Content:**</u> Provides an overview of the important brain functions for literacy acquisition – sensory, motor, aural/oral language, cognition/memory, and attention/executive control; Explains how each function is relevant to literacy; and discusses how a reading brain develops from novice to expert stages. In addition, reviews instructional design principles that transform a non-reading brain into a reading brain at the novice stage and at the developing stage.

<u>**Course Requirements:**</u> It is expected that the student will complete all of the following requirements to receive 8 quarter units and a grade of PASS:

1. Complete a total of 80 hours required for the Passport Portfolio program of the AB 466 or Reading First Institute.

2. Write answers to the following questions based on the reading *Building a reading brain neurologically*. In <u>Brain Literacy for Educators and Psychologists</u>, by Virginia W. Berninger and Todd L. Richards (2002) Chapter 5 (pp. 109-164):

    A. How is the functional reading system created from already existing functional systems?

    B. How does the functional reading system reorganize over the course of development? What instructional implications might this developmental reorganization have?

3. Write answers to the following questions based on the reading *Building a reading brain pedagogically*. In <u>Brain Literacy for Educators and Psychologists</u>, by Virginia W. Berninger and Todd L. Richards (2002) Chapter 8 (pp. 215-246):

    A. How do the various word forms and their parts play a role in learning to read words? What are the advantages of redundant representation of word forms in learning to read?

    B. What is reading comprehension? If the brain recognizes words, will it automatically understand the text it is reading? Why or why not? Can the brain comprehend text if it does not recognize the words in text? Why or why not? What components in the functional system benefit from automatization? Which components best remain nonautomatic?

    C. Identify how these two readings offer insight on your teaching and/or improves your understanding of how your students are learning to read.